DOCUMENT RESUME

ED 089 280 CS 201 062

TITLE	"Visit to a Small Planet": Junior High English.
INSTITUTION	South Bend Community School Corp., Ind.
PUB DATE	70
NOTE	79p.
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Composition (Literary); Critical Reading; *Drama; *English Instruction; Junior High Schools; Language Skills; Language Usage; *Literary Analysis; Literary Conventions; *Science Fiction; Secondary Education; *Teaching Guides
IDENTIFIERS	Vidal (Gore); *Visit to a Small Planet

ABSTRACT

This junior high school study guide supplements Gore Vidal's "Visit to a Small Planet." Included are quizzes (with answer keys) and teaching suggestions on the presentation of the opus, oral reports, reading comprehension, various acts of the play, vocabulary and word analysis, sentence patterns and tranformations, language usage, composition, allusion, theme, and character analysis. Also provided are a pre- and post-test with answer keys. The guide is designed to provide students with an understanding of science fiction and drama, to enable students to recognize science fiction and drama conventions, and to enable students to read or view science fiction and drama critically. (HOD)

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ED 089280

VISIT TO A SMALL PLANET

JUNIOR HIGH ENGLISH

SOUTH BEND COMMUNITY SCHOOL CORPORATION
Donald A. Dake, Superintendent
Division of Instruction
Russell Rothermel, Assistant Superintendent

- 1970 -

CS 201 062

VISIT TO A SMALL PLANET
SPECIAL PREFACE

In THE YEAR'S BEST SCIENCE FICTION (New York: Delacorte Press, 1965), Editor Judith Merril makes the following observations: "For some people, science fiction has been suspect (except for the few classics by Verne, Wells, etc.). It has been regarded as a money-making vehicle filled with misshapen monstrosities and weird occurrences, read on the sly by students, shrugged off as worthless by teachers. But science fiction has "become more sophisticated, as well as more literate. We can no longer rely on flashing-panel gadgets or mad scientists, any more than on poor prose or flamboyant illustrations, to set it apart from other literature." (p. 375)

Not only does science fiction reflect much of the progress in science but the other way around! As Miss Merril puts it, "Science has caught up with science fiction. We have gone too far with the hardware and techniques of space travel to leave much of a field for inventive imagination to work in. We have not yet gone far enough into space itself to acquire the new knowledge that will generate a whole new phase of speculative science and fiction." In fact, continues Miss Merril, "Science fiction is leaping ahead of science, on today's frontiers. The exciting new work is not in rocketry but in biochemistry, in behavioral psychology, in parapsychology, in anthropolgy and information theory and communications. And in a backwards way, this is bringing back the space story, but a different kind of space story." (p. 210)

VISIT TO A SMALL PLANET reflects these new directions in science fiction, though Kreton's powers may seem fantastic (at least right now). While VISIT TO A SMALL PLANET may not be a masterpiece, it is not a trivial piece either. Aside from its timeliness at the dawn of our space age, this play reopens many a timeless dialogue. It entertains while it questions. It delights more than it instructs, though anybody who does not like the questions it raises can all too easily dismiss it as "propaganda." Pupils enjoy and understand this delightful comedy, and thus it serves as a good beginning on which to build.

In selecting lessons and activities, the teacher may find the following list of pupil-objectives helpful. (For a more comprehensive listing, see Lazarus and Knudson, SELECTED OBJECTIVES FOR THE ENGLISH LANGUAGE ARTS, GRADES 7-12, Boston: Houghton Mifflin, 1967.)

ATTITUDES:

To respect drama as an art form to be seen and heard rather than just read

To desire to grow in one's understanding and appreciation of drama

To relish complications of situations and character

To gain pleasure and satisfaction from frequent and independent readings of plays

UNDERSTANDINGS:

To understand drama as a collaborative art form designed to be seen and heard rather than only to be read

To understand what comedy is

To understand that serious themes can be treated humorously

To understand that the thematic values in drama are implicit in and arise inductively out of one or another of the various levels of meaning

To understand character foils

To understand that drama can reflect the social and historical background of the times

To understand what science fiction is

To understand that science fiction is usually based on scientific hypotheses

SKILLS:

To be able to follow a play performance and to grasp character, motive, and the relationship of one character to another

To identify the setting -- time(s), place(s), and cultural milieu -- and other factual elements

To identify and sort out the dramatis personae

To apprehend and be able to reconstruct the plot (what acutally happens)

To discern character motivation not only through what a character says and does but also through what other characters say about him and the way they act towards him

To be able to distinguish between worthwhile science fiction and poor science fiction

To be able to recognize science fiction conventions

HABITS:

To read drama for pleasure frequently and independently

To read or view science fiction critically

VISIT TO A SMALL PLANET
PRETEST

Name _____
Score _____

NOTE TO PUPILS: The score you make on this test will in no way effect your report card grade. One of the chief purposes of this test is to give you a preview of certain understandings that may be quite new to you. Another purpose is to establish a beginning-mark against which to compare the score you make on a test at the end of a series of new lessons on Gore Vidal's VISIT TO A SMALL PLANET. On this Pre-Test you are of course not expected to know many of the answers, but there is no penalty for guessing. Work through the test and answer whatever portions you can, returning to the more difficult ones if time permits. Do not linger over any one item; try to answer at least one or two items in each of the three sections.

Directions: Read the following passage from VISIT TO A SMALL PLANET. Then answer the questions that follow it.

ELLEN
1. Can you tell what we're all thinking?

KRETON
2. Yes. As a matter of fact, it makes me a bit giddy. Your minds
3. are not at all like ours. You see, we control our thoughts while
4. you...well, it's extraordinary the things you think about!

ELLEN
5. Oh, how awful! You can tell everything we think?

KRETON
6. Everything! It's one of the reasons I'm here, to intoxicate
7. myself with your primitive minds...with the wonderful rawness
8. of your emotions! You have no idea how it excites me! You
9. simply seethe with unlikely emotions.

ELLEN
10. I've never felt so sordid.

JOHN
11. From now on I'm going to think about agriculture.

SPELDING
12. (Entering.) You would.

ELLEN
13. Daddy!

KRETON
14. No, no. You must go right on thinking about Ellen, Such wonder-
15. fully purple thoughts!

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PART I. READING COMPREHENSION

Directions: On the line in the left-hand margin, PRINT the letter (A or B or C or D) which most accurately completes each of the following statements.

_____ 1. The tone of Ellen's second speech in the excerpt (1.5) makes her sound (A) sarcastic (B) childlike (C) flirtatious (D) all of these

_____ 2. In the phrase "such wonderfully purple thoughts," purple suggests (A) spiritual evaluation (B) a literal color (C) an onion (D) raw emotion

_____ 3. Spelding's comments in this excerpt are the result of (A) fear (B) curiosity (C) selfishness (D) all of these

_____ 4. Kreton's remark to Powers, "You're almost too good to be true, General," means that (A) Powers will surely go to heaven (B) Powers is a perfect example of the military mind (C) Kreton disbelieves Powers (D) Kreton is afraid of Powers.

_____ 5. Although Spelding does not like Kreton, he wants Kreton to stay because (A) he wants the authorities to come and get Kreton (B) Spelding would become famous by interviewing Kreton (C) he would like for Kreton to fall in love with Ellen (D) no one else can remove the space craft from the rose garden

_____ 6. The elements of science fiction in this passage are most pronounced in (A) Kreton's supernatural abilities (B) Spelding's reactions to Kreton (C) the suggestion that Kreton belongs to another breed of man (D) A plus C

_____ 7. "The primitive assumption that all strangers are hostile" (lines 54-55) is (A) a superstition (B) the response of a primitive mind (C) a fallacious assumption (D) all of these

_____ 8. The fact that Kreton has "adopted" this planet as a hobby (line 47) implies that (A) he feels superior to this planet (B) he is fascinated by earthlings (C) he possesses godlike powers (D) all of these

_____ 9. The evidence in the passage is that Kreton is most intrigued by the thought processes between (A) Powers and Spelding (B) Ellen and her father (C) Ellen and John (D) Spelding and his wife

_____ 10. Assuming you did not understand the meaning of "martial law," you could find, in part, a contextual clue in a speech by (A) Powers (B) Spelding (C) Kreton (D) Ellen

_____ 11. Spelding seems motivated throughout this passage by (A) concern for his family's welfare (B) fear for his country's safety (C) hopes for enhancing his own position (D) respect for law and order

_____ 12. Kreton at first had difficulty in understanding the term, "sort of going native," (lines 49 and 50) because (A) its meaning is obscure (B) it is British slang (C) it is unidiomatic (D) it would not be used in formal English

_____ 13. When Kreton assures the General that he is not hostile, (lines 41-43), (A) the reader is not ready to accept his statement because Kreton is still too mysterious (B) neither Spelding nor Powers is convinced (C) Kreton is obviously lying (D) Both A and B

_____ 14. In a play, words are enclosed in brackets (A) for emphasis (B) to give stage directions (C) to insure proper reading of the line (D) all of these

_____ 15. In this passage character is revealed primarily by (A) what each character says (B) what is implied by each person's tone of voice (C) what one character says about another character (D) the playwright's stage directions.

PART II. LANGUAGE AND DICTION

Direction: Place a check ( ) beside the correct answer.

16. In the excerpt Ellen's exclamation, "Oh, how awful!" is an example of

_____ A. Standard or educated usage
_____ B. Non-standard usage
_____ C. Colloquial language
_____ D. Informal usage
_____ E. A plus C plus D

17. General Powers' statement in the excerpt. "Unfortunately, until I receive word from Washington as to the final disposition of this problem, you must obey my orders," is an example of

_____ A. Colloquial language
_____ B. Regional language usage
_____ C. Functionally informal language
_____ D. Jargon (officialese)

18. If Kreton had said, "Thou wouldst," instead of "You would," this would have been an example of

_____ A. Slang
_____ B. Archaic language
_____ C. Non-educated language
_____ D. Geographically general language

19. "Of course, my friends think me perverse to be interested in a primitive society, but there's no accounting for tasts (Eh, what)? makes him sound like a

_____ A. middle-class American
_____ B. upper-class Englishman
_____ C. upper-class Martian
_____ D. lower-class American
_____ E. colloquial Westerner

20. The quote by Roger Spelding, "Now see here, Powers, you're carrying this martial law thing too far...," is an example of

_____ A. Culturally non-standard English
_____ B. Functionally informal language
_____ C. Jargon
_____ D. Non-educated language

VOCABULARY

Directions: Choose from the four possible choices, the one word (A or B or C or D) which most accurately replaces in context the underlined words, and PRINT the letter of the word on the blank in the left-hand column.

_____ 21. it makes me a bid giddy
(A) silly (B) dizzy (C) angry (D) uncertain

(22 and 23 for the express purpose of reconnoitering)

_____ 22. for the express purpose
(A) specific (B) unusual (C) secondary (D) malevolent

_____ 23. of reconnoitering
(A) pillaging (B) infiltrating (C) scouting (D) sabotaging

(24 and 25. to intoxicate myself with your primitive minds)

_____ 24. to intoxicate myself
(A) frustrate (B) drink (C) excite (D) relax

_____ 25. with your primitive minds
(A) superior (B) fascinating (C) bohemian (D) crude

_____ 26. You simply seethe with unlikely emotions
(A) surge (B) suffocate (C) suffer (D) saturate

_____ 27. my friends think me perverse
(A) obstinate (B) unfriendly (C) peculiar (D) stupid

_____ 28. I've never felt so sordid
(A) surprised (B) elated (C) insulted (D) dirty

_____ 29. you're carrying this martial law thing too far
(A) playful (B) war-like (C) military (D) mock

_____ 30. as to the final disposition of this problem
(A) understanding (B) settlement (C) acceptance (D) discussion

GRAMMAR

Directions: Identify each of the following simple-sentence patterns as S-V, S-V-O, S-V-IO-), S-LV-C_A, or S-LV-C_N. PRINT pattern on blank to right.

31. His daugher fidgets. _____

32. Ellen is lively. _____

33. John shakes his hand. _____

34. Roger Spelding is a commentator. _____

35. Ellen gave Kreton an invitation. _____

Directions: Classify each of the following ransformations as NEGATIVE, INTERROGATIVE, PASSIVE, or EMPHATIC. PRINT name on transformation on blank to right.

36. Kreton did call the police. _____

37. The police were called by Kreton. _____

38. Kreton did call the police! _____

39. Kreton was called by the police. _____

40. Did Kreton call the police? _____

PART III. COMPOSITION

41. Direction: Cross out, among the following items, everything except a thesis statement (statement of opinion). Draw a circle around the letter of the thesis statement.

A. Does Vidal make only the military appear ridiculous?
B. A satire of modern man's helplessness.
C. The main theme of Vidal's play is that fear comes from ignorance.
D. Kreton journeys here because our planet has been his hobby.

42. Direction: Draw a circle around the reason for rejecting one or another of the items above:

A. it is a topic, not a statement
B. it is a question, not a statement
C. it is a statement of fact
D. A plus B plus C

43-50. Direction: In the outline blanks below copy the following scrambled items (or the first five words) in logical order:

The military leaders try to prevent fear by offering common -- and often unproven -- explanations for unfamiliar happenings.

"It is my view that you have been sent here by another civilization for the express purpose of reconnoitering prior to an invasion."

How does Vidal show that men are afraid of what they don't know?

"General Powers has assured me that it is highly doubtful there is any form of life on other planets capable of building a space ship."

One theme of Vidal's play is that fear is rooted in ignorance.

Fear of unfamiliar people causes the characters in VISIT TO A SMALL PLANET to be suspicious.

"According to General Powers...the flying object...is nothing more than a meteor passing through the earth's orbit."

"We are afraid you represent a hostile race."

43. Thesis statement: _____

_____

44. Thesis question: _____

_____

45. Answer #1: _____

_____

46. Support A: _____

47. Support B: _____

48. Answer #II: _____

_____

49. Support A: _____

50. Support B: _____

VISIT TO A SMALL PLANET
ANSWER KEY TO PRETEST

PART I

1. B
2. D
3. D
4. B
5. B
6. D
7. D
8. D
9. C
10. A
11. C
12. D
13. D
14. B
15. A

One theme of Vidal's play is that fear is rooted in ignorance.

How does Vidal show that men are afraid of what they don't know?

Fear of unfamiliar people causes the characters in VISIT TO A SMALL PLANET to be suspicious.

*"We are afraid you represent a hostile race."

*"It is my view that you have been sent here by another civilization for the express purpose of reconnoitering prior to an invasion."

The military leaders try to prevent fear by offering common -- and often unproven -- explanations for unfamiliar happenings.

*"According to General Powers... the flying object is nothing more than a meteor passing through the earth's orbit."

*"General Powers has assured me that it is highly doubtful there is any form of life on other planets capable of building a space ship."

PART II

16. E
17. D
18. B
19. B
20. B
21. B
22. A
23. C
24. C
25. D
26. A
27. A
28. D
29. C
30. B
31. S-V
32. S-LV-C
33. S-V-O
34. S-LV-C_N
35. S-V-IO-O
36. NEGATIVE
37. PASSIVE
38. EMPHATIC
39. NEGATIVE
40. INTERROGATIVE

---

*The order of supports is flexible, provided they appear under the proper answer.

PART III

41. C
42. D

VISIT TO A SMALL PLANET

TEACHING SUGGESTIONS FOR PRESENTATION OF THE OPUS

BEST COPY AVAILABLE

SPECIFIC OBJECTIVES FOR THE PUPIL:

BEST COPY AVAILABLE

1. To sign up for a background report for oral presentation
2. To sign up for a culminating activity
3. To become interested in reading a play
4. To become familiar with the elements of the play: the setting, the cast of characters (dramatis personae), the dialogue, and the plot in acts and scenes
5. To begin reading VISIT TO A SMALL PLANET

TEACHER'S REFERENCES:

Texts and articles from ENGLISH JOURNAL files on literature (especially drama) study

Critical reviews of Broadway and Television production of VISIT TO A SMALL PLANET in the following magazines:

CHRISTIAN CENTURY, 74:918, July 31, 1956
COMMONWEAL, 65:662-663, March 29, 1957
LIFE, 42:87, March 6, 1957
NATION, 184:174, February 23, 1957
NEW YORKER, 32:78, February 17, 1957
SATURDAY REVIEW, 40:29, February 23, 1957
THEATRE ARTS, 42:32-56, February, 1958
THE NEW YORK TIMES, 40:42:3, March 11, 1955 (Review of TV show)

NOTE: The teacher is urged to follow current developments in space exploration and in writings of science fiction in introducing appropriate material to pupils.

INSTRUCTIONAL MATERIALS:

1. Text: VISIT TO A SMALL PLANET by Gore Vidal in 10 SHORT PLAYS, M. Jerry Weiss, ed. (New York: Dell publishing Company, 1963)
2. Selected books from the library for classroom display and use (See BIBLIOGRAPHY) (optional)
3. Pictures and clippings from books, magazines, and newspapers concerned with space science and science fiction (for bulletin boards or for a scrapbook on space) (optional)
4. Posters of spaceship and spacemen, made by students talented in art. (optional)

NOTE: Teacher is urged to read carefully the opus in entirety before teaching

PROCEDURES AND ACTIVITIES:

1. Teacher distributes text, TEN SHORT PLAYS, and introduces the pupils to the opus, VISIT TO A SMALL PLANET.

2. The teacher calls pupils' attention to displays, and comments on the bulletin board materials. NOTE: Pupils may be assigned to make a bulletin board display several days before the first lesson of the unit. (optional)

3. Teacher discusses the CULMINATING ACTIVITIES and invites volunteers to sign up.

4. Teacher makes assignment for next meeting(s).

   a. Distributes study guide questions.
   b. Explains assignment and answers any questions.
   c. Discusses oral reports and invites volunteers to sign up.
   d. Depending on the class's abilities, distributes prepared individual 3 x 5 slips with foolproof specific instructions (e. g. exact place to find exact topic) to students who are to give oral reports.

5. For heterogeneously grouped classes, one of the best ways to introduce the play, wherever possible, is to have the young people listen to tape or phonorecordings while they follow the text.

   (The teacher may also introduce the play by going over the dramatis personae with the pupils and reading a few lines orally, allowing them to take parts. After reading orally a few pages, the teacher has pupils read silently.)

SAMPLE OPENING REMARKS BY TEACHER IN PRESENTING THE UNIT:

Since the U.S. space program began with the first astronaut in 19--, we've done many things which the average person thought impossible even 25 years ago -- orbited dozens of satellites, sent first one man, then two, into orbit, some for several days at a time, landed satellites on the moon to photograph its surface. And now with the Apollo Project, we have sent men to the moon. Of course, there's doubt about the possibility of life as we know it on the moon or other planets. But let's assume that it IS possible to find life on other planets. Can you imagine what a being from another planet would be like? Would he be a monster, ugly and frightening? Or would he look like us?

TEACHING SUGGESTIONS FOR ORAL REPORTS BY GROUPS
AND/OR INDIVIDUAL STUDENTS

I. Importance of background materials to the appreciation of a literary work

II. Assignment of topics related to the unit AFTER reading of the book

III. Schedule of student reports (due one week after reading of the book)

IV. Procedures for students

A. Acceptable bibliography and form

B. Notetaking and form (ideas but NO sentences) with source

C. Outlining and form

D. Writing of report in entirety

E. Preparation of note cards for one-point speech

F. Rehearsal of one-point speech (tape recorder)

G. Presentation of one-point speech before the class

Topics for Pupil Reports:

A. Unidentified flying objects (UFO's)

1. History of UFO's (Manageable)
2. Various views on UFO's (from magazine articles)
3. NICAP's position
4. Panel discussion on readings to support or attack the statement: There is enough evidence to support belief in UFO's

B. Space travel

1. Interesting facts about our Air and Space Age (Manageable)
2. Meteors (Manageable)
3. Meteors (from newspaper and magazine sources)
4. Project Apollo: its aims and progress
5. The future: life in 2000 A.D. as projected by scientists and sociologists

C. Science fiction

1. Life of Gore Vidal (Manageable)
2. Relationship and/or distinction between science and science fiction (Challenge)
3. Book reports on science fiction writings

VISIT TO A SMALL PLANET
QUIZZES ON INITIAL READING
ANSWER KEY

ACT I:

1. d
2. a
3. a
4. a
5. c
6. c
7. b
8. d
9. c
10. a

ACT II:

1. c
2. c
3. a
4. b
5. a

ACT III:

1. a
2. d
3. b
4. d
5. c
6. a

VISIT TO A SMALL PLANET
DONNEE QUIZ

Name_____

PART I. MULTIPLE CHOICE

Directions: Place a check ( ) in the space before the answer which best completes the statements below:

1. The play, VISIT TO A SMALL PLANET, takes place in a small suburb in

_____ a. Maryland _____ b. Virginia
_____ c. Washington _____ d. Indiana

2. Mr. Spelding wanted his daughter to marry

_____ a. Anybody she liked
_____ b. A wealthy or ambitious man
_____ c. A young man who grows peanuts
_____ d. A young man who grows walnuts

3. Kreton's mistake when he came to earth was that he thought he had arrived in the

_____ a. 18th century
_____ b. 20th century
_____ c. 17th century
_____ d. 19th century

4. The play opens

_____ a. At night
_____ b. At breakfast time
_____ c. Early in the morning
_____ d. In the middle of the day

5. Most of the play takes place

_____ a. At the site of the space ship
_____ b. In the interior of the Spelding home
_____ c. At General Power's headquarters
_____ d. In outer space

PART II. MATCHING

Directions: By using the proper capital letters match a character in Column A with a description in Column B. (NOTE: There are more characters than descriptions.)

COLUMN A		COLUMN B	
A.	Paul Laurent	6. _____	A radio announcer; father of Ellen
B.	Mrs. Spelding	7. _____	The rather warm, outgoing hospitable young man who welcomes the visitor from outer space.
C.	John Randolph	8. _____	The lady in the play who is worried about her rose bed.
D.	General Powers	9. _____	A rather overbearing army career-man.
E.	Ellen Spelding	10. _____	The first visitor; the man who is very enthusiastic about running the affairs of the world to suit his fancies.
F.	Roger Spelding	11. _____	A middle-aged, seemingly well-composed gentleman, business-like but friendly, who has had some success and experience in handling world affairs.
G.	Kreton		

PART III.

Directions: Using the numbers 1 through 8, indicate the order in which the following incidents happened in the play:

_____ 12. General Powers arrives and places the Spelding residence under martial law.

_____ 13. The Second Visitor from outer space arrives just in time to keep Kreton from starting a war.

_____ 14. Mr. Spelding realizes that the space ship is not a balloon or a meteor, and bolts into the house to call General Powers.

PART III. (continued)

_____ 15. A space ship slowly comes into view at the same moment that Roger Spelding is dispelling his viewers' fears about meteors and reports of other flying objects.

_____ 16. General Powers soon discovers that he doesn't have any effective security against Kreton, and so he turns the matter over to the World Council and its Secretary-General, Paul Laurent.

_____ 17. Kreton leaves his space ship and is invited into the Spelding household.

_____ 18. Through the combined efforts of General Powers and Roger Spelding, we learn that Kreton intends to take over and rule the earth.

_____ 19. Paul Laurent, in talking things over with Kreton, learns from him that war rather than peace is his mission on earth.

PART IV.

Directions: In each quotation indicate who is talking to whom by placing a check ( ) in front of the appropriate choice.

20. "...and so, according to General Powers...who should know if anyone does...the flying object which has given rise to so much irresponsible conjecture is nothing more than a meteor passing through the earth's orbit."

_____ a. General Laurent to the Speldings
_____ b. Roger Spelding to his TV audience
_____ c. Kreton to Ellen
_____ d. Roger Spelding to John and Ellen

21. "How thoughtful! (Examines bacon.) Delicious, but I'm afraid my stomach is not like yours, if you'll pardon me. I don't eat. (Removes pill from his pocket and swallows it.) This is all I need for the day."

_____ a. Kreton to the cat
_____ b. Kreton to Mrs. Spelding
_____ c. Kreton to Mr. Spelding
_____ d. Kreton to Ellen

22. "I hate to be a nag, but you know the trouble I've had getting anything to grow in that part of the garden..."

_____ a. Mrs. Spelding to Mr. Spelding
_____ b. Mrs. Spelding to General Powers
_____ c. Mrs. Spelding to Ellen and John
_____ d. Mrs. Spelding to Kreton's superior

VISIT TO A SMALL PLANET
ANSWER KEY FOR DONNEE TEST

PART I

1. a
2. b
3. d
4. a
5. b

PART II

6. F
7. C
8. B
9. D
10. G
11. A

PART III

12. 4
13. 8
14. 2
15. 1
16. 6
17. 3
18. 5
19. 7

PART IV

20. b
21. d
22. a
23. c
24. b
25. b
26. f
27. a
28. d
29. e

VISIT TO A SMALL PLANET
STUDY GUIDE QUESTIONS AND VOCABULARY ASSIGNMENTS DURING INITIAL READING

STUDY GUIDE QUESTIONS:

ACT I:

1. Why did Kreton come to earth?
2. What problems were presented to earthlings by his visit?
3. What were the reactions of the other characters to Kreton's visit?
4. How does Kreton look on earth people?

ACT II:

1. What plans did Kreton have for making his visit worthwhile?
2. What is the most crucial episode in Act II? Why?

ACT III:

In Act III what brings about a solution to the main problem in the play?

VOCABULARY ASSIGNMENTS:

Acts I, II, and III: Make a list of all new words and numbers of pages on which they appear.

VISIT TO A SMALL PLANET
QUIZ on ACT I

Name _____
Date _____
Score _____

Directions: In the blanks at the left, put the letter of the answer which best completes each statement.

____ 1. Spelding unjustifiably and mistakenly criticized John for growing

(a) cabbage (b) walnuts (c) corn (d) peanuts

____ 2. The space ship landed in Mrs. Spelding's

(a) rose garden (b) petunia bed (c) greenhouse (d) vegetable garden

____ 3. Kreton said that the earthmen were his

(a) hobby (b) ruination (c) hope (d) models for style of clothing

____ 4. The first person who arrived to investigate the space ship was

(a) Powers (b) Laurent (c) President of the United States (d) neighbor

____ 5. Kreton said people on his planet

(a) did not like roses (b) took many vitamins (c) did not die (d) required much blood in their diets

____ 6. John could not use the telephone because

(a) Kreton had cut the wires after landing (b) the Speldings did not have any (c) Powers declared martial law (d) Spelding wouldn't give him permission

____ 7. Kreton placed an invisible wall around his space ship because

(a) the army told him to (b) the army was going to take it apart (c) the earth's atmosphere was damaging it (d) his own people had suggested it

____ 8. Powers accused Kreton of coming to earth

(a) 100 years too soon (b) spread a mysterious disease (c) discover some natural resources (d) to reconnoiter before an invasion

_____ 9. Kreton said John's thoughts about Ellen were

(a) black (b) red (c) purple (d) blue

_____ 10. Kreton said he came to earth to

(a) take charge of the world (b) teach earthmen how to grow more productive vegetables (c) teach earthment how to improve their industrial capacity (d) all of these

VISIT TO A SMALL PLANET
QUIZ on ACT II

Name _____
Date _____
Score _____

Directions: In the blank to the left, write the letter of the answer which best completes each statement.

_____ 1. Kreton offered to help Ellen by

(a) making the soil on John's walnut farm very productive
(b) giving her a robot to help her with the house work
(c) convincing her father he should let her marry John
(d) teaching her the secrets of war

_____ 2. By mistake Kreton got the President of

(a) Columbia (b) U.S.A. (c) Paraguay (d) Argentina

_____ 3. Kreton told Laurent, "I am _____."

(a) a tourist (b) a warmonger (c) a peacemaker
(d) the Secretary-General of the World Council

_____ 4. To prove his power Kreton caused

(a) a great flood (b) rifles of all soldiers in the world to float in the air (c) Laurent to lose his sanity (d) the space ship to move off the rose garden as soon as he landed

_____ 5. According to Kreton earthmen's greatest pleasure was

(a) violence (b) reading minds (c) eating pills instead of food
(d) watching TV

VISIT TO A SMALL PLANET
QUIZ on ACT III

Name_____
Date_____
Score_____

Directions: In the blank to the left of the question, write the letter of the best answer.

_____ 1. Spelding offered to help Kreton with his

(a) public relations (b) diet (c) military plans (d) all of these

_____ 2. Ellen accused Kreton of being a vampire because he drinks

(a) blood (b) milk (c) whiskey (d) emotions

_____ 3. The Second Visitor said Kreton had no right to be on earth because

(a) earthmen were too difficult to handle (b) it was forbidden to interfere with the past (c) Kreton's people were planning to invade a different planet (d) all of these

_____ 4. The Second Visitor said Kreton was retarded

(a) mentally (b) physically (c) morally (d) a and c

_____ 5. Kreton described the future as

(a) serene (b) different (c) dull (d) all of these

_____ 6. Kreton leaves behind

(a) his handkerchief (b) his badge (c) his weapons (d) his scent

VISIT TO A SMALL PLANET
QUIZ on ACT III

Name_____
Date_____
Score_____

Directions: In the blank to the left of the question, write the letter of the best answer.

_____ 1. Spelding offered to help Kreton with his

(a) public relations (b) diet (c) military plans (d) all of these

_____ 2. Ellen accused Kreton of being a vampire because he drinks

(a) blood (b) milk (c) whiskey (d) emotions

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(a) earthmen were too difficult to handle (b) it was forbidden to interfere with the past (c) Kreton's people were planning to invade a different planet (d) all of these

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(a) mentally (b) physically (c) morally (d) a and c

_____ 5. Kreton described the future as

(a) serene (b) different (c) dull (d) all of these

_____ 6. Kreton leaves behind

(a) his handkerchief (b) his badge (c) his weapons (d) his scent

VISIT TO A SMALL PLANET

TEACHING SUGGESTONS FOR VOCABULARY AND WORD ANALYSIS LESSONS

I. Reviewing prefixes, suffixes, and combining forms in words

II. Reviewing contextual clues to meanings of words used in a literary work

III. Applying pupils' lists of new works to a specific vocabulary exercise

IV. Combining vocabulary work with reading comprehension over an excerpt of the opus.

VISIT TO A SMALL PLANET

QUIZZES ON INITIAL READING

ANSWER KEY

ACT I:

1. d
2. a
3. a
4. a
5. c
6. c
7. b
8. d
9. c
10. a

ACT II:

1. c
2. c
3. a
4. b
5. a

ACT III:

1. a
2. d
3. b
4. d
5. c
6. a

VISIT TO A SMALL PLANET
VOCABULARY HANDOUT "A"

Directions:
1. Using the following HANDOUT, locate the word in the play. Copy the entire sentence in which the word is used, underlining the word you are defining and circling the word or words giving the contextual clue or clues to meaning.

2. In the dictionary, look up the various meanings of the words and choose the one that comes the closest to the contextual meaning; i.e., as the word is used in VISIT TO A SMALL PLANET.

3. In your vocabulary notebook, record the word and the dictionary definition closest to the contextual meaning.

LIST		PAGE #
1.	eluded	290
2.	ominous	318
2.	ominous	318
3.	illusion	291
4.	alien	300 & 305
5..	elliptical	300
6.	censorship	302
7.	hysteria	291
8.	impromptu	306
9.	sordid	310
10.		
10.	optical	291
11.	unctuous	287
12.	resonant	287
13.	predatory	316
14.	exuberant	331

VISIT TO A SMALL PLANET
QUIZ on VOCABULARY HANDOUT "A"

Directions: Match the underscored words used in the paragraph (repeated in Column A) with the closest contextual meaning (in Column B). PRINT CAPITAL LETTER of your choice from Column B on line to left of word:

The (1) resonant voice of the news commentator has just announced the latest American space success. A space probe has traveled in an (2) elliptical orbit around Mars. This American feat was reported to the Russians without (3) censorship. The (4) exuberant (5) ominous announcement of the presence of (6) an alien space station orbiting the earth alarmed some people. The presence of such a space station destroyed even the (7) illusion of safety from possible (8) predatory action. However, since the purpose of this space station may be purely scientific, there is no cause for (9) hysteria. Even with all this publicity, (10) impromptu interviews with the man on the street in America reveal that the importance of this accomplishment has (11) eluded the average citizen.

COLUMN A	COLUMN B
1. _____ resonant	A. Alarm
2. _____ elliptical	B. High-spirited
3. _____ censorship	C. foreign
4. _____ exuberant	D. plundering
5. _____ ominous	E. unrehearsed
6. _____ alien	F. resounding
7. _____ illusion	G. escaped
8. _____ predatory	H. threatening
9. _____ hysteria	I. degraded
10. _____ impromptu	J. restriction
11. _____ eluded	K. pertaining to the eyesight
	L. misconception
	M. smooth
	N. circular

VISIT TO A SMALL PLANET
ALTERNATE QUIZ: VOCABULARY HANDOUT "A"

Directions: PRINT the letter of the best definition in the blank to the left. USE CAPITALS.

_____ 1. The members of the choir have resonant voices.
(A) resounding (B) soft (C) loud (D) happy

_____ 2. The ominous clouds hung on the horizon.
(A) black (B) threatening (C) fluffy (D) white

_____ 3. The man from Africa is an alien.
(A) a friend (B) a foreigner (C) a salesman (D) a lawyer

_____ 4. During the war many letters were subject to censorship.
(A) naval strategy (B) encouragement (C) restriction
(D) sporting regulations

_____ 5. The lake in the desrt was only an illusion.
(A) a small body of water (B) a sand dune (C) a misleading visual image (D) an area of disease

_____ 6. During the invasion from Mars, hysteria spread.
(A) alarm (B) disease (C) news (D) plans for defense

_____ 7. The pupils gave an impromptu skit.
(A) meeting the requirement (B) important (C) late, not ready on time (D) on the spur of the moment

_____ 8. The boy had an optical examination.
(A) physical (B) psychological (C) relating to the eye
(D) thorough

_____ 9. The solution to the problem eluded me.
(A) escaped (B) came to (C) helped (D) told

_____ 10. The lion is a predatory animal.
(A) unhappy (B) jungle (C) quiet, peaceful (D) preying upon other animals

VISIT TO A SMALL PLANET
QUIZ: READING COMPREHENSION AND VOCABULARY HANDOUT "B"

Directions: Read the following excerpt from the play. Then, in the quiz on page 2, insert the number from the definition in column B on the line to the left of the word in column A.

SPELDING
We are afraid that you represent a hostile race.

KRETON
And I have assured General Powers that my people are not remotely hostile. Except for me, no one is interested in this planet's present stage.

SPELDING
Does this mean you might be interested in a later stage?

KRETON
I'm not permitted to discuss your future. Of course my friends think me perverse to be interested in a primitive society but there's no accounting for tastes, is there? You are my hobby. I love you. And that's all there is to it.

POWERS
So you're just here to look around..sort of going native.

KRETON
What a nice expression! That's it exactly. I am going native.

POWERS
(Grimly.) Well, it is my view that you have been sent here by another civilization for the express purpose of reconnoitering prior to invasion.

KRETON
Nice, isn't it? I confess I worked out a number of rather melodramatic tricks last night. Incidentally, all the rifles of all the soldiers in all the world are now floating in the air. (Gestures.) Now they have them back.

POWERS
(To Laurent.) You see, sire, I didn't exaggerate in my report.

LAURENT
(Awed.) No, no, you certainly didn't.

KRETON
You were skeptical, weren't you?

LAURENT
Naturally. But now I...now I think it's possible.

POWERS
That this...this gentleman is going to run everything?

LAURENT
Yes, yes I do. And it might be wonderful.

KRETON
You are more clever than the others. You begin to see that I mean only good.

LAURENT
Yes, only good. General, do you realize what this means? We can have one government...

KRETON
With innumerable bureaus, and intrigue...

LAURENT
(Excited.) And the world could be incrediby prosperous, especially if he'd help us with his superior knowledge.

KRETON
(Delighted.) I will, I will. I'll teach you to look into one another's minds. You'll find it devastating but enlightening; all that self-interest, those lurid emotions...

COLUMN A		COLUMN B		
_____ hostile	1.	uncivilized	16.	convinced
_____ hostile	2.	several	17.	doubting
_____ perverse	3.	officials	18.	departments
_____ primitive	4.	unaltered	19.	instructive
_____ native	5.	sensational	20.	destructive
_____ reconnoitering	6.	antagonistic	21.	revealing
_____ melodramatic	7.	eternally	22.	criminal
_____ skeptical	8.	plots	23.	pleasurable
_____ innumerable	9.	enemy	24.	passionate
_____ bureaus	10.	exploring	25.	rare
_____ intrigue	11.	unbelievably		
_____ incredibly	12.	countless		
_____ devastating	13.	abnormal		
_____ enlightening	14.	wicked		
_____ lurid	15.	adopting a primitive mode of life		

VISIT TO A SMALL PLANET
ANSWER KEYS TO VOCABULARY QUIZ

QUIZ ON HANDOUT "A"

1. E resonant
2. N elliptical
3. J censorship
4. B exuberant
5. H ominous
6. C alien
7. L illusion
8. D predatory
9. A hysteria
10. E impromptu
11. G eluded

ALTERNATE QUIZ ON HANDOUT "A"

1. A resonant
2. B ominous
3. B alien
4. C censorship
5. C illusion
6. A hysteria
7. D impromptu
8. C optical
9. A eluded
10. D predatory

VOCABULARY AND READING COMPREHENSION QUIZ ON HANDOUT "B"

9 hostile
6 hostile
13 perverse
1 primitive
15 native
10 reconnoitering
5 melodramatic
17 skeptical
12 innumerable
18 bureaus
8 intrigue
11 incredibly
20 devastating
21 enlightening
24 lurid

VISIT TO A SMALL PLANET
TEACHER'S GUIDE TO WORD ANALYSIS LESSON

WORDS	PREFIX-Meaning	SUFFIX-Meaning	WORD DEFINITION
unknown (300)	un- not		
unsupportable (311)	un- not	-able	capable of
ungrateful (289)	un- not	-ful	
innumerable (327)	in- not	-able	capable of
invisible (308)	in- not	-ible	given to
irresponsible (287)	ir- not	-ible	given to
intoxicate (310, 328)	in- in, inside, within		
mistake (322)	mis- bad, wrong badly, wrongly		
contradict (343)	contra- against		
remarkable (344)		-able	capable of
insupportable (311)	in- not	-able	capable of
irresponsible (287)	-ir not	-ible	given to
innumerable (327)	in- not	-able	capable of
reasonable (333)		-able	capable of
ominously (293)		-ous	full of
vigorous (297)		-ous	full of
glorious (328)		-ous	full of
uniform	uni- one		

COMBINING FORMS: stem used with other stems to form compound words

uni = one

Examples: unicycle, unilateral

tele = far off, distant

Examples: telescope, television, telephone

phono = sound

Examples: phonograph, telephone (literally, far off sound), microphone

OTHER PREFIXES WITH INVARIANT MEANINGS:

circum = about, around

equi = equal

extra = beyond, outside

intra = within, inside of

intro = in, into, within

non = not

syn = with, together

com = with, together

VISIT TO A SMALL PLANET
WORD ANALYSIS HANDOUT

WORD	PREFIX-Meaning	SUFFIX-Meaning	WORD DEFINITION
unknown (300)			
unsupportable (311)			
ungrateful (289)			
innumerable (327)			
invisible (308)			
irresponsible (287)			
intoxicate (310, 328)			
mistake (322)			
contradict (343)			
remarkable (344)			
insupportable (311)			
irresponsible (287)			
innumerable (327)			
reasonable (333)			
ominously (293)			
vigorous (297)			
glorious (328)			
uniform			

Other words from class discussion:

VISIT TO A SMALL PLANET
OPTIONAL LIST OF WORDS FOR ADDITIONAL WORK ON WORD ANALYSIS

Hussar, page 337

rationing, page 338

luminous, page 287

superimpose, page 287

lured, page 327

devastating, page 327

philanthropist, page 330

spontaneously, page 330

duress, page 332

malevolence, page 335

inadvertently, page 339

erratic, page 344

patronizing, page 297

VISIT TO A SMALL PLANET
TEACHING SUGGESTIONS ON SENTENCE PATTERNS

I. Refer to Gramar Section of Junior High Curriculum Guide.

II. If initally teaching sentence patterns

A. Distribute Handout to students.

B. Develop inductively concepts.

1. S-V pattern

2. S-V-O pattern

3. S-V-iO-O

4. S-LV-C pattern

C. Complete patterning sentences in class.

III. Additional student assignments (optional)

A. Find sentences from Visit to a Small Planet.

B. Copy sentence, page number, and pattern to left of red line and above words.

IV. Optional test on word order and sentence patterns can be given.

V. Challenge activity for better pupils

A. The teacher selects volunteers from the class to:

1. Copy from the text any one sentence.

2. Identify its pattern.

3. Rewrite this sentence into four other sentence patterns, e.g., S-V-O to S-V, S-LV-Ca, S-LV-Cn, and S-V-iO-O.

B. Each volunteer explains the changes in meaning, if any, signaled by each pattern. The challenge is to explain <u>shades</u> of <u>differences</u> signaled by the various patterns.

VISIT TO A SMALL PLANET
SENTENCE PATTERN HANDOUT I

Directions: PRINT pattern beside each sentence and above specific words.

I. _____ Pattern:

1. Something fell. _____
2. It landed! _____
3. And now the magic hour approaches. _____
4. Kreton retreats. _____
5. I never quarrel. _____

II. _____ Pattern:

1. I convinced your father. _____
2. The horror of it eludes me. _____
3. Troops surround the place. _____
4. We love your broadcasts, dear. _____
5. John grows walnuts. _____

III. _____ Pattern:

1. He gave us a ride. _____
2. I showed you the way. _____
3. It (quarreling) gives me a headache. _____
4. You paid us a call. _____
5. I only tell you the truth. _____

VISIT TO A SMALL PLANET
ANSWER KEY: SENTENCE PATTERN HANDOUT

I. S-V Pattern

1. S-V
2. S-V
3. S-V
4. S-V
5. S-V

II. S-V-O Pattern

1. S-V-O
2. S-V-O
3. S-V-O
4. S-V-O
5. S-V-O

III. S-V-IO-O Pattern

1. S-V-IO-O
2. S-V-IO-O
3. S-V-IO-O
4. S-V-IO-O
5. S-V-IO-O

VISIT TO A SMALL PLANET
SENTENCE PATTERN HANDOUT II

Directions: PRINT pattern beside each sentence and above specific words.

I. _____ Pattern:

1. He is a nice boy. _____
2. You are an American. _____
3. However, I am a hobbyist. _____
4. I am the monster. _____

II. _____ Pattern:

1. Meteors are hot. _____
2. I feel much better already. _____
3. He looks nice to me. _____
4. Well, we are very proud. _____

VISIT TO A SMALL PLANET

ANSWER KEY: SENTENCE PATTERN HANDOUT II

I. S-LV-Cn Pattern:

S LV Cn
1. He is nice boy. S-LV-Cn

S LV Cn
2. You are an American. S-LV-Cn

S LV Cn
3. However, I am a hobbyist. S-LV-Cn

S LV Cn
4. I am the monster. S-LV-Cn

II. S-LV-Ca Pattern:

S LV Ca
1. Meteors are hot. S-LV-Ca

S LV Ca
2. I feel much better already. S-LV-Ca

S LV Ca
3. He looks nice to me. S-LV-Ca

S LV Ca
4. Well, we are very proud. S-LV-Ca

VISIT TO A SMALL PLANET
SENTENCE PATTERNS: QUIZ "A"

NAME _____

Directions: Print the sentence pattern in the blank following the sentence, and above words in sentence: Mark prepositional phrases.

1. Kreton replied. _____

2. General Powers asked Kreton many questions. _____

3. Mr. Spelding reports the news. _____

4. John was a farmer. _____

5. The second visitor is intelligent. _____

6. Mrs. Spelding knits sweaters. _____

7. Powers is a general. _____

8. The ship descended. _____

9. Ellen was unhappy. _____

10. Kreton gave the cat a mouse. _____

VISIT TO A SMALL PLANET
ANSWER KEY TO SENTENCE PATTERNS
QUIZ "A"

SENTENCE PATTERNS QUIZ: ANSWER KEY

	S V	
1.	Kreton replied	S-V
	S V IO O	
2.	General Powers asked Kreton many questions.	S-V-IO-O
	S V O	
3.	Mr. Spelding reports the news.	S-V-O
	S LV Cn	
4.	John was a farmer.	S-LV-Cn
	S LV Ca	
5.	The second visitor is intelligent.	S-LV-Ca
	S V O	
6.	Mrs. Spelding knits sweaters.	S-V-O
	S LV Cn	
7.	Powers is a general.	S-LV-Cn
	S V	
8.	The ship descended.	S-V
	S LV Ca	
9.	Ellen was unhappy.	S-LV-Ca
	S V IO O	
10.	Kreton gave the cat a mouse.	S-V-IO-O

VISIT TO A SMALL PLANET
SENTENCE PATTERNA: QUIZ "B" NAME_____

DIRECTIONS: In the blanks to the right, print the sentence pattern. Also, pattern above words in sentences, mark prepositional phrases.

1. Of course, I sympathize with you. - _____
2. Dogs are distasteful. _____
3. They chase you. _____
4. I agree. _____
5. Mice are delicious. _____
6. I know no mice yet. _____
7. And Daddy is happy. _____
8. You gave him interviews by the hour. _____
9. You are a mind-reader? _____
10. I only hear it. _____
11. I like his whiskers. _____
12. They are comforting. _____

VISIT TO A SMALL PLANET
ANSWER KEY: SENTENCE PATTERNS QUIZ "B"

	S V	
1.	Of course, I sympathize with you.	S-V
	S LV Ca	
2.	Dogs are distasteful.	S-LV-Ca
	S V O	
3.	They chase you.	S-V-O
	S V	
4.	I agree.	S-V
	S LV Ca	
5.	Mice are delicious.	S-LV-Ca
	S V O	
6.	I know no mice yet.	S-V-O
	S LV Ca	
7.	And Daddy is happy.	S-LV-Ca
	S V IO O	
8.	You gave him interviews by the hours.	S-V-IO-O
	S LV Cn	
9.	You are a mind-reader.	S-LV-Cn
	S V O	
10.	I only hear it.	S-V-O
	S V O	
11.	I like his whiskers	S-V-O
	S LV Ca	
12.	They are comforting.	S-LV-Ca

VISIT TO A SMALL PLANET
TEACHING SUGGESTIONS FOR TRANSFORMATIONS

I. Refer to grammar section of Junior High Curriculum Guide

II. Introduce inductively the transformations of a "Kernel" (S-V-O) sentence.

A. Emphatic, with does or do, or did added to a verb which does not have an auxiliary

B. Question or interrogative, with Does, Do, or Did preceding the subject, which is followed by a verb not having an auxiliary

C. Negative, with not (formal) or n't (informal) preceding the main verb

D. Passive (S-V) form of sentence from active S-V-O kernel sentence

Drill in class, as needed, on additional transformations of kernel sentences.

Assign Transformations Handout.

Follow up and reteach as needed.

Challenge activity for better pupils:

Changing of passive S-V sentence form into S-V passive negative, S-V passive interrogative, and S-V-O sentence having a transitive, active-voice verb.

VISIT TO A SMALL PLANET
TRANSFORMATION HANDOUT

Name_____

DIRECTIONS: Write the transformations of each sentence, as they are indicated. Print pattern beside each sentence and above words.

1. John grows walnuts._____

   a. Emphatic:_____

   b. Interrogative:_____

   c. Negative:_____

   d. Passive:_____

2. You called us._____

   a. Emphatic:_____

   b. Negative:_____

   c. Interrogative:_____

   d. Passive:_____

3. Something hit the ground._____

   a. Passive:_____

   b. Negative:_____

   c. Emphatic:_____

   d. Interrogative:_____

4. Joe answered the question._____

   a. Interrogative:_____

   b. Negative:_____

   c. Passive:_____

   d. Emphatic:_____

5. Barbara read a newspaper_____

   a. Negative:_____

   b. Passive:_____

   c. Emphatic:_____

   d. Interrogative:_____

VISIT TO A SMALL PLANET

TRANSFORMATIONS - ANSWER KEY

S V O

1. John grows walnuts. S-V-O

S AV V O

a. Emphatic: John does grow walnuts! S-V-O

AV S V O

b. Interrogative: Does John grow walnuts? S-V-O

S AV V O

c. Negative: John does not grow walnuts. S-V-O

S AV V

d. Passive: Walnuts are grown by John. S-V

S V O

2. You called us. S-V-O

S AV V O

a. Emphatic: You did call us! S-V-O

S AV V O

b. Negative: You did not call us. S-V-O

AV S V O

c. Interrogative: Did you call us? S-V-O

S AV V

d. Passive: We were called by you. S-V

S V O

3. Something hit the ground. S-V-O

a. Passive: The ground was hit by something. S-V

b. Negative: Something did not hit the ground. S-V-O

c. Emphatic: Something did hit the ground! S-V-O

d. Interrogative: Did something hit the ground? S-V-O

S V O

4. Joe answered the question. S-V-O

AV S V O

a. Interrogative: Did Joe answer the question? S-V-O

S AV V O

b. Negative: Joe did not answer the question. S-V-O

S AV V

c. Passive: The question was answered by Joe. S-V

S AV V O

d. Emphatic: Joe did answer the question! S-V-O

S V O

5. Barbara read the newspaper. S-V-O

S AV V O

a. Negative: Barbara did not read the newspaper. S-V-O

S AV V

b. Passive: The newspaper was read by Barbara. S-V

S AV V O

c. Emphatic: Barbara did read the newspaper! S-V-O

AV S V O

d. Interrogative: Did Barbara read the newspaper? S-V-O

Note: "AV" over word denotes auxiliary verb.

VISIT TO A SMALL PLANET

SENTENCE PATTERN AND TRANSFORMATION TEST

NAME_____

Identify each of the following simple-sentence patterns as S-V, S-V-O, S-V-IO-O, S-LV-Cn, or S-LV-Ca above the words and in the blank.

1. His wife knits. _____

2. The girl is fidgety. _____

3. Two technicians operate the equipment. _____

4. Ellen is his daughter. _____

5. Powers gave Spelding orders _____

Classify each of the following transformations as negative, interrogative, passive or emphatic:

1. Roger Spelding did conclude his broadcast. _____

2. I was assured by General Powers. _____

3. I did hear your broadcast. _____

4. The object is not a space ship. _____

5. Did you hear my broadcast? _____

VISIT TO A SMALL PLANET

ANSWER KEY: SENTENCE PATTERN AND TRANSFORMATION TEST

SENTENCE PATTERNS:

1. S-V
2. S-LV-Ca
3. S-V-O
4. S-LV-Cn
5. S-V-IO-O

TRANSFORMATIONS:

1. Emphatic
2. Passive
3. Emphatic
4. Negative
5. Interrogative

VISIT TO A SMALL PLANET

TEACHING SUGGESTIONS FOR LANGUAGE USAGE

I. Reviewing cultural levels of language and functional varieties (including jargon)

II. Indentifying standard and non-standard cultural levels and formal, informal, and jargon functional varieties of speech in the opus.

III. Discussing idioms and their meanings expressions in the opus.

A. Make up (bed, mind, face, quarrel, story)
B. Catch a cold
C. Catch on
D. Run up a bill
E. Put someone on
F. Put something over
G. Take after one's father

IV. Recognizing idiomatic expressions in the opus

A. "I'd better go make up the bedroom."
B. "I slipped up."
C. "I give up."
D. "I'm on edge."
E. "We're done for."

V. Taking a test on language usage

VISIT TO A SMALL PLANET
HANDOUT ON LANGUAGE USAGE

LANGUAGE USAGE

Cultural Levels

* Standard — General U.S.A.
  Educated
* Non-standard — Non-general
  Non-educated
  Regional
  Pocket-dialectal
  Sub-cultural (Sub-culture may be regional, ethnic, etc.
  Ungrammatical (in word formation)
  (in word position)

Functional Varieties

Occasional

* Formal
* Informal (Colloquial)
* Slang
* Jargon

NOTE: Any one of these functional varieties (in accordance with the function or occasion) is likely to be used by any cultural level of speaker.

VISIT TO A SMALL PLANET
QUIZ ON LANGUAGE USAGE

Place a check (✓) beside each correct answer. Several answers under each item may be correct.

1. Secretary-General Laurent's statement, "Why, at this moment we're working as hard as we know how not to have a war," is an example of

   _____ a. Standard or educated usage

   _____ b. Non-standard usage

   _____ c. Colloquial language

   _____ d. Informal usage

2. If Kreton had said "But you hain't got no choice," this would represent

   _____ a. Regional usage

   _____ b. Jargon

   _____ c. Non-standard English

   _____ d. Non-educated usage

3. Kreton's statement, "In that event, I shall select someone else to head the World Council." is an example of

   _____ a. Standard or educated language

   _____ b. Slang or jargon

   _____ c. Archaism

   _____ d. Non-educated language

4. Kreton's utterance, "Anyway, you're pulling my leg!" represents

   _____ a. Jargon or slang

   _____ b. Idiomatic language

   _____ c. Non-educated language

   _____ d. Formal usage

5. If Laurent had said, "Me thinks thou must be mad," he would have been talking in

   _____ a. Non-standard English
   _____ b. Archaic language
   _____ c. American slang
   _____ d. Very formal contemporary English

VISIT TO A SMALL PLANET

QUIZE ON LANGUAGE USAGE
ANSWER KEY

1. a, c, and d

2. c, d

3. a

4. b

5. b

VISIT TO A SMALL PLANET

TEACHING SUGGESTIONS ON (1) STRESS, JUNCTURE, AND PAUSE, (2) TELEVISION AND MILITARY JARGON IN LANGUAGE USAGE

I. Specific Objectives for Pupils:

1. To discover that different meanings can be communicated in utterances in a drama by changes in emphasis (stress), pause (juncture), and pitch.

2. To recognize examples of television and military jargon in Visit To A Small Planet.

3. To realize that a person uses different varieties of English when speaking to different people in different functions, occasions, or situations.

II. Procedures and Activities:

1. The teacher leads pupils in a demonstration and discussion of how meaning is shown by use of stress, juncture, and pitch in selected utterances from the opus.

2. The teacher leads the discussion of jargon, using handout sheets to be completed by the pupils.

3. The teacher leads the pupils inductively to discover, from examples of speech by one character in the opus, when that person at times uses formal language and at other times uses formal language and at other times uses informal language appropriate to functions, occasions, or situations.

4. The teacher distributes HANDOUT sheet on Language Usage or has pupils check that HANDOUT already in their notebooks from a previous unit study.

VISIT TO A SMALL PLANET

HANDOUT ON JARGON NAME_____

I. _____Jargon. Definition:_____

_____

1. stock shot, p. 287
2. superimpose card, p. 287
3. good show, p. 288
4.
5.

II. _____Jargon. Definition:_____

_____

1. Unfortunately, until I have received word from Washington as to the final disposition of this problem, you must obey my orders: no telephone calls, no communication with the outside. p. 311.
2. I am acting as your aide only under duress, p. 332.
3.
4.

VISIT TO A SMALL PLANET

ANSWER KEY

I. Television jargon: specialized words or phrases used by people working in the television media.

1. stock shot, p. 287
2. superimpose card, p. 287
3. good show..., p. 288
4. dissolve to study p. 319
5. cut to study p. 315
6. fade in..., p. 315
7. technician, p. 288

II. Military jargon: specialized words or phrases used by army personnel

1. Unfortunately, until I have received word from Washington as to the final disposition of the problem, you must obey my orders: no telephone calls, no communications with the outside. p. 311
2. I am acting as your aide only under duress. p. 332
3. This house is a military reservation until the crisis is over: Order General Powers. p. 304.
4. For all I know, you are a spy, sent here by an alien race to study us. p. 305
5. Well, it is my view that you have been sent here by another civilization for the express purpose of reconnoitering prior to invasion p. 313
6. Do we have the General's permission to try a fission bomb on the force field? p. 319

NOTE: There are, of course, other possibilities which the teacher may suggest.

VISIT TO A SMALL PLANET

TEACHER'S GUIDE TO ALLUSIONS IN ASSIGNED SENTENCES

1. In Greek mythology the Sphinx was a winged monster with a woman's head and lion's body who destroyed those unable to guess her riddle; any enigmatic, mysterious person. Kreton couldn't guess what Laurent was thinking.

2. During the Trojan War Achilles was killed by a poison arrow in his heel, his only vulnerable spot. When his mother (Thetis) dipped the infant Achilles in the river Styx to make him impervious to wounds, she held him by the heel, leaving it unprotected.

3. In Defoe's ROBINSON CRUSOE Crusoe's Man Friday was his native companion and constant helper; anyone who's a constant assistant; also, Girl Friday, applied to secretaries.

4. In Rabelais' satirical romance Gargantua is the peace-loving giant prince noted especially for his enormous appetite; applied to anything huge.

5. In Greek mythology Midas, the king of Phyrgia, had the power to turn all he touched to gold; a money-making ability.

6. In Vergil's AENEID, a large wooden horse was filled with Greek soldiers and left at the gate of Troy, supposedly as a propitiatory offering to Minerva. When the Trojans finally brought it into the city, the Greeks inside came out during the night and destroyed the city.

VISIT TO A SMALL PLANET
TEACHING SUGGESTIONS FOR ALLUSIONS

Specific Objective for the Pupil:

1. To understand what constitutes an allusion.
2. To understand the allusions in VISIT TO A SMALL PLANET.
3. To compose sentences using allusions.

Procedures and Activities:

1. Distribute Handout on Allusions.
2. Use inductive approach through class discussion to elicit the following re allusion.

   A. Definition: an ALLUSION is a reference to something apart from the immediate subject.

   B. Characteristics:

      1. draws on
         a. history
         b. literature
         c. contemporary affairs
      2. compares or contrasts.
      3. indirect reference--hints or suggests more than it states.
      4. economical--can use one word or phrase to call forth an idea.
      5. depends on reader's knowledge--recognizing an allusion adds to the reader's enjoyment, even though he may get the author's point without recognizing the reference.

3. Continue with group discussion to discover meaning of allusions on Handout (have students write brief explanation on lines under each).

Assignments:

1. Complete writing out explanation of allusions on Handout.
2. Find at least three allusions in the play. Copy sentence (and page number) containing the allusion, and explain it.
3. List and explain the possible reasons behind Gore Vidal's selection of Kreton's name.
4. Use optional assignment on Allusions.

VISIT TO A SMALL PLANET
TEACHER'S GUIDE FOR HANDOUT ON ALLUSIONS

1. Ebenezer Scrooge is the miser in Dickens' CHRISTMAS CAROL.

2. The TITANIC is the luxury liner which sank on its maiden voyage, though it was hailed as being "unsinkable."

3. In Roman mythology MERCURY is the messenger of the gods, patron of travelers; usually pictured with winged sandals to denote swiftness.

4. Gemini is the third sign of the Zodiac; the sign of the twins; also the primary air sign.

5. Marlowe's poem "Helen" opens with the lines;
"Was this the face that launched a thousand ships
And burned the topless towers of Ilium?"
Helen, wife of King Menelaeus of Sparta, was reportedly a very beautiful woman. Her elopement to Troy with Paris started the Trojan War.

6. Thomas, one of the 12 Apostles, is known for his doubting that Christ has risen (JOHN XX: 25).

7. Hercules is the figure in mythology who was given 12 next-to-impossible feats to perform.

8. Napoleon Bonaparte was defeated in the battle of Waterloo (central Belgium) by Wellington, June 18, 1815; a final and decisive defeat.

9. When King Lear feels that his three daughters have betrayed him, he says:
How sharper than a serpent's tooth it is
To have a thankless child....." (KingLear, I, iv)

10. In the Middle Ages Knights wore suits of armor.

11. Groups of people "discussing" a problem are notorious for their inability to communicate with each other; e.g. the UN.

12. A ration is a fixed portion of food allotted in time of scarcity. Mrs. Spelding is possible referring to rationing in World War II.

13. Kreton's name may come from:
1) Cretin - - one who has arrested development esp. mental retardation; compare with Visitor #2's comment ".....mentally and morally he is retarded." (341)

2) From Fr. cretin, var. of chretein - - Christian, human being, i.e. not an animal

VISIT TO A SMALL PLANET
HANDOUT ON ALLUSIONS

1. Don't be such a Scrooge.

2. With my luck, I probably would have wound up on the TITANIC.

3. Project Mercury

$. The Gemini capsule

5. Her face couldn't even launch one canoe.

6. Mr. Spelding (or General Powers) is a doubting Thomas.

7. Stopping Kreton seemed a Herculean task.

8. Kreton's love of war was his Waterloo.

9. Spelding: More thankless than a serpent's tooth is an ungrateful child.
Ellen: I don't think that's right. Isn't it "more deadly...."
Spelding: Whatever the exact quotation is, I stand by the sentiment (289)

10. Kreton: My, that's a very smart uniform but I prefer the ones made of metal, the ones you used to wear, you know: with the feathers top. (298)

11. Kreton: What a remarkable mind you have! I have difficulty looking inside it.
Laurent: (Laughs) Practice. I've attended so many conferences. . . .

12. Mrs. Spelding: I suppose this will mean rationing again.

13. Kreton's name

VISIT TO A SMALL PLANET

TEACHING SUGGESTIONS FOR LESSON ALLUSIONS

- OPTIONAL ASSIGNMENT -

Follow up to original lesson on Allusions; if desired teacher can assign to find and explain the allusions in the following sentences:

1. To Kreton, Paul Laurent was as inscrutable as the Sphinx.
2. Kreton's disobedience of his planet's rules proved to be his Achilles Heel.
3. Kreton wanted to make General Powers his Man Friday.
4. Stopping someone with Kreton's powers was a Gargantuan task.
5. Mr. Spelding might have been happy with a Midas touch.
6. Maybe Gore Vidal is suggesting that man is his own Trojan Horse.

VISIT TO A SMALL PLANET

TEACHING SUGGESTIONS FOR THEME LESSON

Specific Objectives for Pupils:

1. To learn the concept of theme as the philosophic implication which can be drawn from a work of literature

2. To learn theme analysis in specific passages of VISIT TO A SMALL PLANET

3. To discover inductively some of the themes in VISIT TO A SMALL PLANET from depth reading and analysis

4. To discover and discuss some of the values in VISIT TO A SMALL PLANET

PROCEDURES:

1. Start developing concept of theme as an underlying idea, which an author is trying to convey to the reader, but which is never expressed explicitly.

2. Use inductive approach through class discussion in developing theme concept.

3. Begin with group's knowledge of term "Theme"

   a. In music: a repeated melody in a song
   b. In movies: "theme song"
   c. In TV: "Theme songs of specific shows
   d. In art: total idea conveyed by a work of art

4. Narrow the discussion to notion of theme as a repeated idea.

5. Ask students if authors do this in literature.

6. Proceed to examples of ideas (themes) an author might be conveying to a reader but which he does not state explicitly (example: Dickens' Christmas Carol).

7. Explain the large categories of themes that might be found in a literary work through reading (or reading between the lines).

   a. Man vs. himself
   b. Man vs. man
   c. Man vs. society

8. Have students offer concrete applications from their own reading of any (or all) of the above categories of themes.

ASSIGNMENT:

1. Have students list examples of themes that are in Vist To A Small Planet.

2. Write down category of theme (a to c of 7 above) and the specific references from VISIT TO A SMALL PLANET that support his ideas.

GUIDE TO SOME THEMES IN VISIT TO A SMALL PLANET (For teacher's Reference only)

A. Man versus himself (example: Mr. Spelding's television image in contrast to his real self)

B. Man versus man (example: Kreton versus General Powers)

C. Man versus society (Kreton's desire to have earthlings produce a war)

VISIT TO A SMALL PLANET
TEACHING GUIDE FOR THEMES AND VALUES HANDOUT

POSSIBLE THEMES AND VALUES SUGGESTED BY QUOTATIONS AND QUESTIONS ON HANDOUT (Summary of ideas that can be inductively developed through class discussion.)

1. As expressed in VISIT TO A SMALL PLANET the values, ambitions, and goals of middle class society are very materialistic.

2. As shown in VISIT TO A SMALL PLANET, man has basically an animal nature.

3. The play shows the irresponsibility of man for his actions, Kreton's as well as people of earth.

4. The play contains elements which show how man's ignorance keeps him from accepting the possibility of the reality of anything which he cannot or hasn't seen. (See also, p. 293, "There's something wrong...)

5. Like Mrs. Spelding, many people are concerned about trivia in the face of clear and imminent danger.

6. By ending the play as he does, Vidal suggests that man needs to fear his own kind as much as a being from another world.

7. By calling earth "a small planet," Vidal may imply that earth is not so important as we like to think it is (or that man's actions make him petty.)

VISIT TO A SMALL PLANET
THEMES AND VALUES HANDOUT

SUGGESTED IDEAS FOR DISCUSSION OF THEMES AND VALUES IN VISIT TO A SMALL PLANET

1. "There's nothing wrong with marrying a wealthy man. The horror of it has eluded me. However, my only wish is that you marry someone hard-working, ambitious, a man who'll make his mark in the world. Not a boy who plans to sit on a farm all his life growing peanuts." (p. 290)

2. "We are not what you think. We're not so primitive.

   "My dear girl, just take this one household: your mother dislikes your father, but she is too tired to do anything about it so she knits and she gardens and she tries not to think about him. Your father, on the other hand, is bored with all of you. Don't look shocked: he doesn't like you any more than you like him..." (p. 336)

3. "But I am not destroying you. You will be destroying one another of your own free will, as you have always done. I am simply a... kibitzer." (p. 335)

4. "Oh, no! We started visiting you long before there were people on the planet. However, we are seldom noticed on our trips." (p. 306)

   "General Powers has assured me that it is highly doubtful there is any form of life on other planets capable of building a space ship. 'If any traveling is to be done in space, we will do it first.' and those are his exact words." (p. 287)

5. "Roger, it's landed right in my rose garden."

   "I wonder how much damage he did to my rose garden..." (p. 302)

   "My poor roses." (p. 330)

6. (Notice the ending of the play. Why does Vidal end it as he does? What might he be trying to show?)

7. (Why does Vidal call the play VISIT TO A SMALL PLANET?)

VISIT TO A SMALL PLANET

TEACHING SUGGESTIONS FOR CHARACTER ANALYSIS LESSON

OBJECTIVES:

1. To chart a character; speech and actions, for an authentic analysis of his/her traits.

2. To recognize the motivations for a character's speech or actions.

PROCEDURES:

I. Teacher assigns to each student two characters from the book and with similar character traits.

II. Students use two sheets of notebook paper to set up character information sheets.
   - A. Fold each sheet in half widthwise.
   - B. Turn in a sheet with margin on top and print assigned name of one character top line above the red margin.
   - C. Print above left column ACTIONS and above right column SPEECH.
   - D. Skim-read assigned Act (or whole play if more than one day or period is given) for passages relating an action or a speech of the character in which a specific character trait is revealed.
   - E. Copy in appropriate column exact words from play, act number, and page number. (See example below)
   - F. Continue skim-reading and listing 4 - 6 speech and actions in each column.

III. On second day, teacher uses inductively-guided class discussion to analyze the character trait revealed in a character's particular action or speech (Examples: anger, hatred, love, kindness, impatience, patience, etc.)
   - A. Student writes trait in parentheses after the first quotes entered under speech and action.
   - B. Teacher assigns students to write traits after all entries on character information sheets.

EXAMPLE:

MR. SPELDING	
ACTIONS	SPEECH
Pg. 291 "I'm going to call the police...the army! [bolts inside]" (Fear)	Pg. 289 Said about John "Certainly not work." (sarcasm) (pride)

VISIT TO A SMALL PLANET

TEACHING SUGGESTIONS FOR EXPOSITORY COMPOSITION LESSON

OBJECTIVES:

1. To understand that a thesis statement
   a. Is a complete sentence
   b. Expresses an original debatable opinion
   c. Is based on ideas (supports) from play
2. To develop the skill of writing a thesis statement outline for paragraph
3. To develop the skill of writing a four-sentence expository paragraph
4. To use character analysis charts for supports in composition

PROCEDURES:

1. Use character information sheets and select two traits possessed by each character.
2. Write thesis statement as directed in EXAMPLE A, below
3. Develop thesis statement outline as directed in EXAMPLE A, below
4. Develop four-sentence expository paragraph as directed in EXAMPLE B.

EXAMPLE A: OUTLINE OF THESIS STATEMENT PARAGRAPH
NOTE: (Enclosures in parentheses are teacher's directions)

I. (THESIS STATEMENT); (1st character's name) and (2nd character's name) possess similar character traits of (1st trait) and (2nd trait) in Gore Vidal's play, A Visit to a small Planet.

II. (THESIS QUESTION not used in written composition): How do we know this?

III. ANSWER #1 should be transition word(s) plus statement in answer to thesis question with expansion of first trait.
   A. (1st character's name): "Quotation..." (pg. #___)
   B. (2nd character's name): "Quotation..." (pg. #___)

IV. ANSWER #2 should be transition word(s) plus statement in answer to thesis question with expansion of second trait.
   A. (1st character's name): "Quotation..." (pg. #___)
   B. (2nd character's name): "Quotation..." (pg. #___)

V. THESIS RESTATED in different words plus transition word(s)

EXAMPLE B: STRUCTURE OF FOUR-SENTENCE EXPOSITORY PARAGRAPH

Sentence 1 (Thesis statement or #I from Thesis Outline
Sentence 2 (First answer to Thesis Question or III plus IIIA and IIIB)
Sentence 3 (Second Answer to Thesis Question or IV plus IVA and IVB)
Sentence 4 (Restated Thesis or V from Thesis Outline)

VISIT TO A SMALL PLANET

POST TEST

Pupil's Name_____

Score_____

DIRECTIONS: Read the following passages from VISIT TO A SMALL PLANET. Then answer the questions that follow it.

POWERS: I am acting as your aide only under duress.

KRETON: (Sadly) Bitter, bitter... and to think I chose you especially as my aide. Think of all the other generals who would give anything to have your job.

POWERS: Fortunately, they know nothing about my job.

KRETON: Yes, I do think it wise not to advertise my presence, don't you?

POWERS: I can't see that it makes much difference, since you seem bent on destroying our world.

KRETON: I'm not going to destroy it. A few dozen cities, that's all, and not very nice cities either. Think of the fun you'll have building new ones when it's over.

POWERS: How many millions of people do you plan to kill?

KRETON: Well, quite a few, but they love this sort of thing. You can't convince me they don't. Oh, I know what Laurent says. But he's a misfit, out of step with this time. Fortunately, my new World Council is more reasonable.

POWERS: Paralyzed is the word, sir.

(Dissolve to the living room, to JOHN and ELLEN.)

ELLEN: I've never felt so helpless in my life.

JOHN: Here we are standing around doing nothing while he plans to blow up the world.

ELLEN: Suppose we went to the newspapers.

JOHN: He controls the press. When Laurent resigned they didn't even print his speech.

(A gloomy pause)

KRETON: Oh, dear! (Sighs) Only your father is really entering the spirit of the game. He's a much better sport than you, my dear.

ELLEN: (Exploding) Sport! That's it! You think we're sport. You think we're animals to be played with: well, we're not. We're people and we don't want to be destroyed.

VISIT TO A SMALL PLANET

POST TEST

Pupil's Name_____

Score_____

DIRECTIONS: Read the following passages from VISIT TO A SMALL PLANET. Then answer the questions that follow it.

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ELLEN: (Exploding) Sport! That's it! You think we're sport. You think we're animals to be played with: well, we're not. We're people and we don't want to be destroyed.

____7. In condemning the generals and the general public for their childish and irresponsible behavior ("destroy; then have fun rebuilding") Kreton is a dind of "pot calling the kettle black" since he is himself (A) childish (B) irresponsible (C) bent on destruction (D) A + B + C

____8. Kreton's suggestion that news of his presence be withheld from the public is not only in keeping with his devilish character but is also a slap at those officials who (A) print all the news that is fit to print (B) withhold information from the public (C) give free reign to "freedom of the press" (D) have confidence in open forums.

____9. Ellen's suggestion to John to do something before the world is blown up is that he (A) write his congressman (B) hand out leaflets (C) go to the newspapers (D) go to Laurent's world court.

____10. The audience identifies or sympathizes most with the feeling expressed in (A) Kreton's "your father is a much better sport than you" (B) John's "Here we all stand around doing nothing" (C) Ellen's "I've never felt so helpless in my life" (D) Kreton's "You will destroy one another of your own free will"

____11. In Kreton's speech "But they love this sort of thing!" the "they" refers to (A) war victims alone (B) the Free Countries (C) the communists (D) people in general.

____12. In "they could stop altogether" what is meant by "stop" is (A) stop loving (B) stop hating (C) stop war (D) stop arguing.

____13. "When Laurent resigned they didn't even print his speech" (or else printed it in very small type at the end of the paper) suggests that people's opinions and feelings about war are controlled by (A) what they say to one another (B) the United Nations (C) the newspapers and other communication media (D) the sports page.

____14. Laurent seems to be a leader in an organization like the (A) United Nations (B) Ku Klux Klan (C) Anti-Tax Society (D) Kiwanis Club.

____15. When Kreton protests that he is not going to destroy the world he means that he is only going to destroy (A) a part of the world (B) civilians (C) the bad guys (D) professional militarists on both sides.

____16. In this passage (as indeed in the whole play) the suggestion that seems to be emphasized is that war is (A) unpopular (B) logical (C) rational (D) idiotic.

____17. Because honest feelings about war are as yet dangerous to express in public, the playwright's device of having somebody from outer space visit our small planet enables the author to comment on human

behavior. The sponsorship of such comments can then appear (A) broad impersonal, and objective (B) narrow and of special interest (C) national (D) local, provincial, or uncosmopolitan.

___18. In this passage (as in the rest of the play) the one whose real feelings are voluntarily shared with Kreton is (A) John (B) Ellen (C) Roger Spelding (D) General Powers

___20. Kreton's remarks about earth-people's "natural development" and that they will destroy one another as always reflect his belief that man's nature is essentially (A) spiritual (B) animal (C) good (D) creative

___21. To Ellen's remark "You'll sacrifice us all for the sake of your vibrations" Kreton's rejoinder "Touché!" reveals an attitude of (A) indifference (B) playfulness (C) surprise (D) B + C

___22. "Touché", which we have borrowed from the French, means - - in this context - - (A) "Hands off!" (B) "You have touched me deeply" (C) "Please don't put the touch on me this week" (D) "You've scored! You've hit the mark!"

___23. "Duress" means (A) during relaxation (B) obligation (C) loyalty (D) force or stress

___24. "Vampire" is, in this context, a metaphor for a (A) bat that sucks people's blood (B) flirt (C) feathered creature (D) person who preys upon others

___25. "Kibbitzer" is (A) one who meddles or intervenes (B) a misfit (C) a midwife (D) an enemy agent

___26. "Race" is used here in the sense of (A) color (B) religion (C) nationality (D) human species

PART II. LANGUAGE (Grammar, Usage, Dialect)

___27. "I can hardly" is (A) incorrect for "can't hardly" (B) educated usage (C) substandard usage (D) regional dialect

___28. "You seem bent on destroying" is (A) archaic (B) regional (C) idiomatic (D) non-general USA usage

___29. "I can't see that it makes much difference" is (A) formal (B) informal or colloquial (C) jargon or non-general (D) regional

___30. "I do think it wise..." is (A) uneducated or illiterate (B) educated (C) high-class prestige dialect (D) B + C

31-36. Identify each of the following sentence-patterns by printing correct pattern S-V or S-V-O or S-V-IO-O, or S-LV-Ca or S-LV-Cn on blank to left and above words.

31. _____ John loves Ellen.

32. _____ Kreton is not a vampire.

33. _____ Kreton offered General Powers a new job.

34. _____ A spaceship landed in the garden.

35. _____ Mrs. Spelding shrieked.

36. _____ He's a misfit.

37-40. Print each of the following "transformations" of the sentence "John loves Ellen" as NEGATIVE, or INTERROGATIVE, or PASSIVE or EMPHATIC.

37. _____ John does love Ellen!

38. _____ John does not love Ellen.

39. _____ Does John love Ellen?

40. _____ Ellen is loved by John.

PART III. COMPOSITION

41. Circle the letter before the thesis statement (statement of opinion).

A. The sacrifice of principles and values.
B. A theme of the play seems to be that war is idiotic.
C. Is there any evidence in the play to support this belief?
D. Kreton chose General Powers especially as his aid.

42. The reason for rejecting one or another of the items above:

A. It is a topic, not a statement.
B. It is a question, not a statement.
C. It is a statement of fact.
D. A + B + C

43-50. In the outline blanks below, copy the following scrambled items in logical order:

"Only this morning he, Roger Spelding, offered to handle my public relations and I said I'd let him."

Both General Powers and Roger Spelding are willing to cooperate with Kreton in his preparation for war.

In VISIT TO A SMALL PLANET Gore Vidal seems to be saying that some people sacrifice all their principles for personal gain - - even when it means disaster for many people.

"How many people will you kill?"
"Well, quite a few, but..."

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POST TEST: Page 6

"How many people will you kill?"
"Well, quite a few, but..."

What is the basis for this statement?

"Tonight's the big night: first the sneak attack, then boom!"

Kreton has stated definitely that he plans to blow up cities and kill people.

"Fortunately, they (the other generals) know nothing of my job."

43. THESIS STATEMENT: _____

44. THESIS QUESTION: _____

45. ANSWER I. _____

SUPPORT A. _____

_____

SUPPORT B. _____

_____

ANSWER II: _____

SUPPORT A: _____

_____

SUPPORT B: _____

_____

VISIT TO A SMALL PLANET

ANSWER KEY FOR POST TEST

1. D
2. B
3. A
4. D
5. A
6. A
7. D
8. B
9. C
10. C
11. D
12. C
13. C
14. A
15. A
16. D
17. A
18. B
19. C
20. B
21. D
22. D
23. D
24. D
25. A
26. D

PART II.

27. B
28. C
29. B
30. D
31. S-V-O
32. S-LV-C
33. S-V-IO-O
34. S-V
35. S-V
36. S-LV-C
37. EMPHATIC
38. NEGATIVE
39. INTERROGATIVE
40. PASSIVE

PART III.

41. B
42. D
43. In VISIT TO A SMALL PLANET Gore Vidal seems to be saying that ....
44. What is the basis for this statement?
45. Kreton has stated definitely that he plans to blow up cities and kill people.
46. "Well, quite a few, but...."
47. "Tonight's the big night: first the sneak attack, then boom!"
48. Both General Powers and Roger Spelding are willing to cooperate...
49. "Fortunately, they (the other generals) know nothing of my job."
50. "Only this morning he, Roger Spelding, offered to handle my public relations and I said I'd let him."

NOTES: Order of answers is flexible. Order of supports is also flexible provided right answers come under the right supports.